



# Report Card to the Public



EDUCATION  
& EARLY DEVELOPMENT

# Report Card to the Public 2002-2003

## **Acknowledgements**

The Alaska Department of Education & Early Development greatly appreciates the cooperation and support of Alaska's 53 school districts, Mt. Edgecumbe High School, and Alyeska Central School for assisting with the collection of information that provides the basis for this report.

This publication is available through the Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894; or through the Internet at: [www.eed.state.ak.us/stats/](http://www.eed.state.ak.us/stats/)

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# Report Card to the Public 2002-2003

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## A Message from the Commissioner. . .

This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools*, is published in accordance with Alaska Statute 14.03.120 for the school year 2001-2002. It reports on the status of public education to the people of Alaska. It is also a source of information for Alaska's educational policy makers, including legislators, Governor Knowles, the State Board of Education & Early Development, and local boards of education.

Under state law, each school district is required to report to its community information about the school district's plans and performance. This publication is a summary of those reports. The *Report Card* now expanded includes school-level data for every school in the state.



This publication is organized around the four-key elements of the *Alaska Quality Schools Initiative*, the Knowles Administration's systemic school improvement plan:

- ✓ High Student Academic Standards and Assessments
- ✓ Quality Professional Standards
- ✓ Family, School, Community & Business Network
- ✓ School Excellence Standards

The progress of the six-year-old *Alaska Quality Schools Initiative* is impressive. This is because many individuals, school districts, educators, businesses, and other organizations have worked tirelessly to advance its elements. They are making the initiative a success.

The initiative has proven to be an excellent blueprint for revitalizing our education system and fulfilling our promise to young people for a brighter future. Our goal is no less than this: that **every student** achieves academically at the highest levels and is guided by outstanding teachers in quality schools—no exceptions.

We have reasons to celebrate the many successes in our schools. Together, we can move forward to make our schools even better.

Sincerely,

A handwritten signature in cursive script that reads "Roger Sampson".

Roger Sampson  
Commissioner of Education & Early Development

# Alaska Education at a Glance

## Statewide Profile

School District Square Miles ..... 685,175  
State Population ..... 633,630

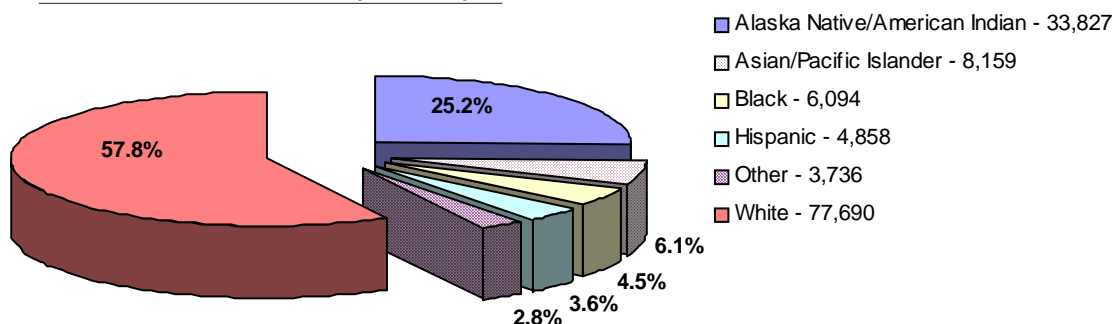
Number of School Districts ..... 53  
Regional Educational Attendance  
Areas (REAs) ..... 19  
City/Borough Districts ..... 34  
Funding Communities ..... 267  
Public Schools Pre-Elementary  
to Grade 12 ..... 497  
State-Operated Schools ..... 2  
Charter Schools ..... 15  
Correspondence Schools ..... 30

K-12 Student Populations in Average  
Daily Membership (ADM) ..... 132,485  
Change in ADM from 02-03 ..... -0.1%  
School-Age Low-Income  
Children ..... 44,194

Number of High School  
Graduates 2003 ..... 7,366

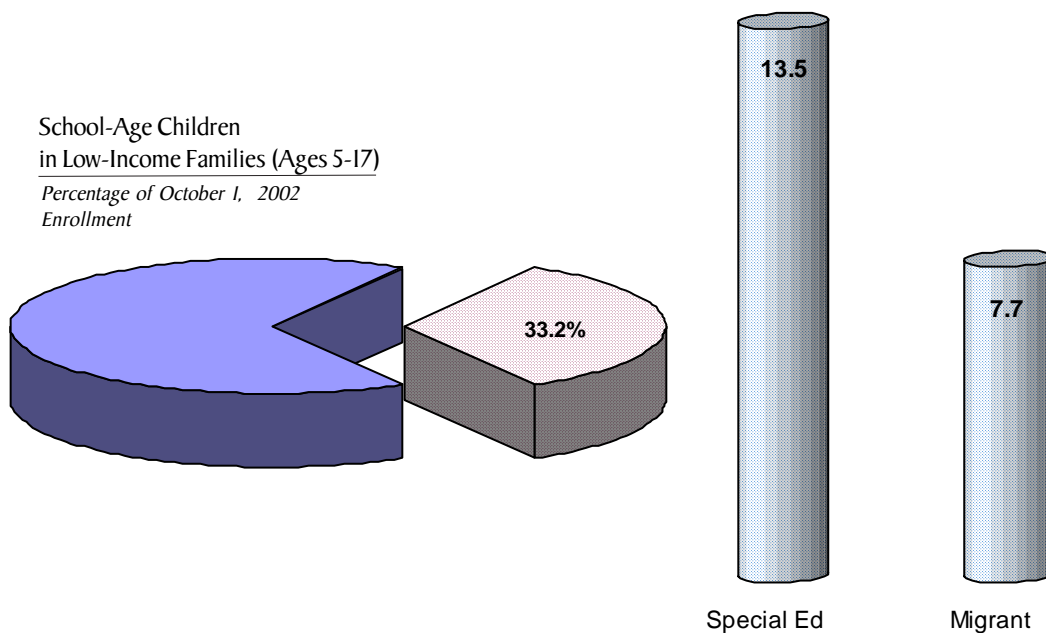
Number of Dropouts  
(Grades 7-12) 2003 ..... 3,363

### Total Statewide Enrollment by Ethnicity



### Supplemental Program Participation

Percentage of October 1, 2002 Enrollment (PE-12)





# ViSION

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.



# MiSSION

To ensure quality standards-based instruction to improve academic achievement for all students.

## BELIEFS

- All students can meet the Alaska Standards.
- Every action of the State Board will support the mission statement.
- All students deserve high quality teachers, administrators and paraprofessionals.
- All students can demonstrate reading proficiency by grade three.
- Curriculum aligned to Alaska Standards and best practices instruction is critical to closing the achievement gap.
- Barriers that reduce effective instructional time must be removed.

## GOALS

- 1) **Continuous academic growth for all students, including closing the achievement gap in reading, writing and math**
  - a. Promote parent and family involvement in student learning
  - b. Support principal and teacher use of student achievement data to improve instruction
  - c. Promote scientifically based reading instruction
- 2) **Continue to refine state assessment and accountability system**
  - a. Develop assessments that have instructional value
  - b. Align assessments with Alaska Standards
  - c. Ensure assessments provide a growth scale
  - d. Ensure assessment results are timely
- 3) **Promote the continuous growth of professionals and paraprofessionals to provide effective standards-based instruction**
  - a. Develop and implement a standards- and performance-based initial and continuing licensure system
  - b. Promote and support inservices that directly impact instruction through the use of best practices and data
  - c. Encourage Alaska teacher preparation programs to become standards- and performance-based systems
  - d. Identify and develop avenues for paraprofessionals to meet highly qualified status
  - e. Seek appropriate partners to support the development of an alternative state performance-based teacher preparation program
  - f. Encourage districts to hire a workforce that is reflective of the community they serve
  - g. Encourage Alaskans to become teachers, administrators and paraprofessionals
  - h. Encourage paraprofessionals to gain certification as teachers
- 4) **Increase effective instructional time**
  - a. Reduce the number of mandated trainings
  - b. Develop alternative deliveries for mandated trainings
  - c. Review statutes and regulations that impact effective use of instructional time



## Standards and Assessments

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education & Early Development developed academic standards and associated key elements in 12 content areas: English/language arts, mathematics, science, history, geography, government and citizenship, skills for a healthy life, arts, world languages, technology, employability, and library/information literacy. Also, in place, are cultural standards.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the late 1990s, performance standards were completed that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18. In the spring of 2003, the department began the development of grade level expectations to express the standards at each grade level.

### **Comprehensive System of Student Assessment**

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or 1<sup>st</sup> grade, Benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004.

Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information to policy makers; guide decision-making; and improve instruction.

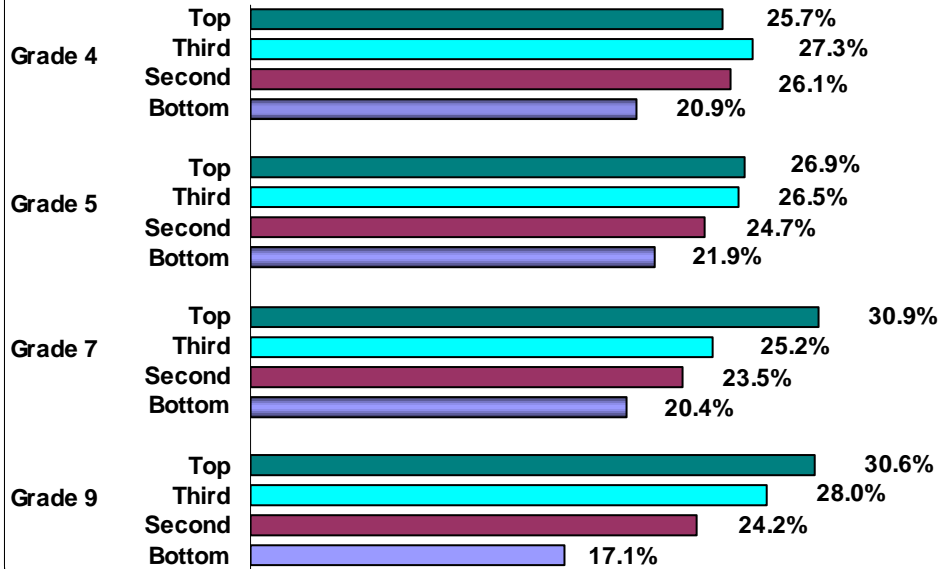
The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards, and completing data analysis.

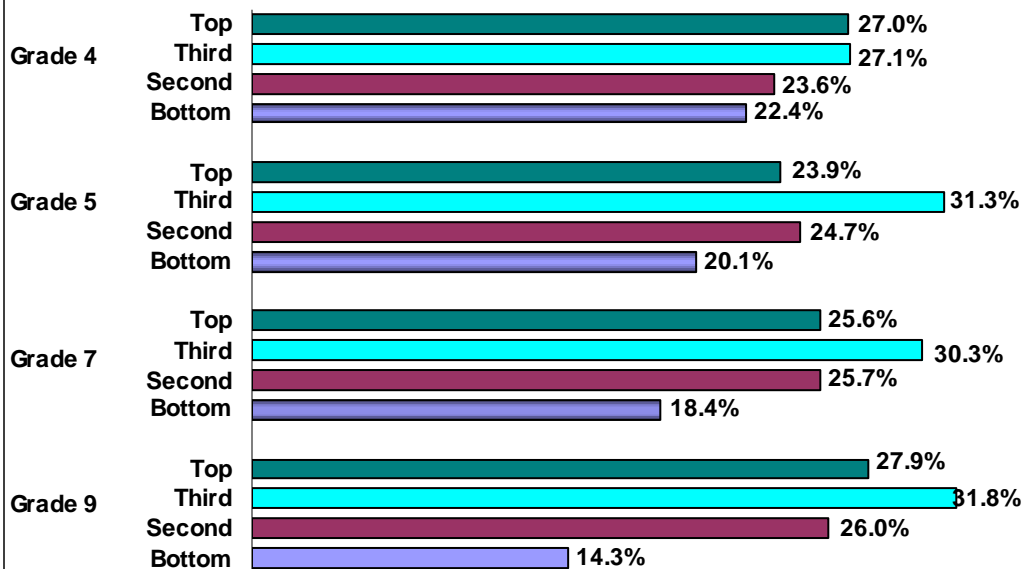
In 1997, the legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. The following year, a law requiring examinations at earlier grades was also passed. Information from these assessments, aggregated to a statewide profile, provides parents, educators, policy makers, and the community-at-large with a picture of how Alaska's students perform in relation to the standards established by Alaskans.

## TerraNova CAT/6 Results by Quartile

**READING - Percentage of Alaska Students By Quartile,  
2002-2003 TerraNova CAT/6**



**LANGUAGE- Percentage of Alaska Students By Quartile,  
2002-2003 TerraNova CAT/6**



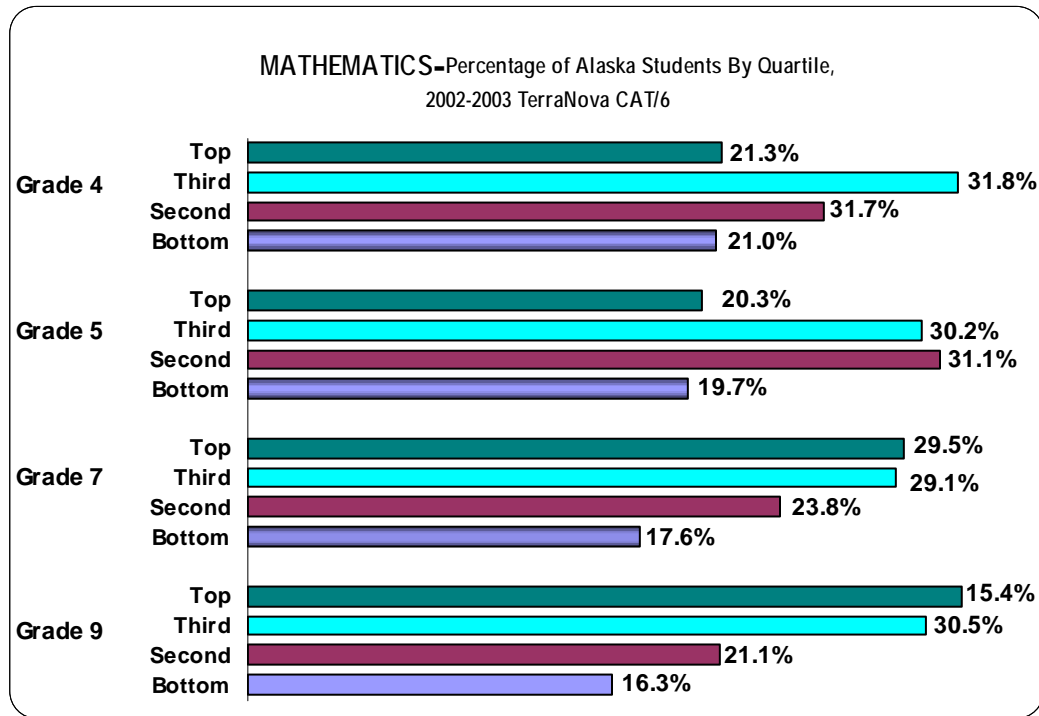


Table 1  
2001, 2002, and 2003 Benchmark Exam Performance

Grade 3							
Subject	Test Year	Advanced/Proficient Count	Percentage <sup>1</sup>	Below/Not Proficient Count	Percentage <sup>1</sup>	Enrollment	Participation Rate <sup>2</sup>
READING	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
	2002	7,133	74.6%	2,431	25.4%	10,011	95.5%
	2003	7,200	73.9%	2,547	26.1%	10,053*	97.0%
WRITING	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
	2002	5,558	58.0%	4,017	42.0%	10,011	95.6%
	2003	5,822	59.8%	3,913	40.2%	10,053*	98.6%
MATHEMATICS	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%
	2002	6,759	70.8%	2,785	29.2%	10,011	95.3%
	2003	6,979	71.8%	2,737	28.2%	10,053*	96.6%

Grade 6							
Subject	Test Year	Advanced/Proficient Count	Percentage <sup>1</sup>	Below/Not Proficient Count	Percentage <sup>1</sup>	Enrollment	Participation Rate <sup>2</sup>
READING	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
	2002	7,298	69.8%	3,155	30.2%	10,941	95.5%
	2003	7,323	69.8%	3,172	30.2%	10,829*	96.9%
WRITING	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
	2002	7,890	75.5%	2,554	24.5%	10,941	95.5%
	2003	7,870	75.0%	2,625	25.0%	10,829*	96.9%
MATHEMATICS	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%
	2002	6,681	63.9%	3,769	36.1%	10,941	95.5%
	2003	6,747	64.3%	3,746	35.7%	10,829*	96.9%

Grade 8~							
Subject	Test Year	Advanced/Proficient Count	Percentage <sup>1</sup>	Below/Not Proficient Count	Percentage <sup>1</sup>	Enrollment	Participation Rate <sup>2</sup>
READING	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
	2002	8,097	81.6%	1,820	18.4%	10,702	92.7%
	2003	6,894	67.9%	3,265	32.1%	10,576*	96.1%
WRITING	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
	2002	6,580	66.3%	3,338	33.7%	10,702	92.7%
	2003	7,456	73.6%	2,681	26.4%	10,576*	95.8%
MATHEMATICS	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%
	2002	3,973	40.2%	5,902	59.8%	10,702	92.3%
	2003	6,441	63.8%	3,656	36.2%	10,576*	95.5%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the enrollment.

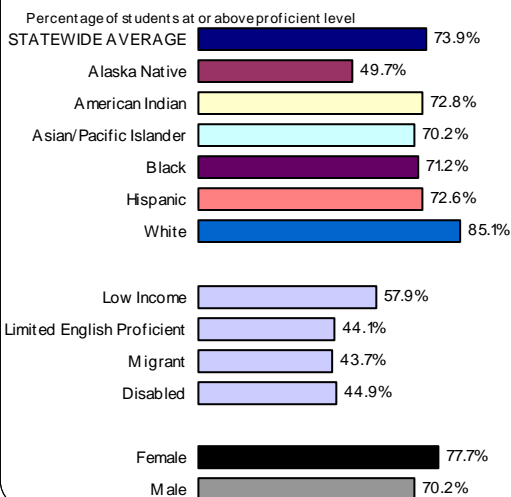
\*Beginning in 2003 to report a more accurate Participation Rate on Eligibility Count was taken on March 4, 2003.

~ Results have been adjusted to reflect recently approved scale scores for Benchmark Grade 8.

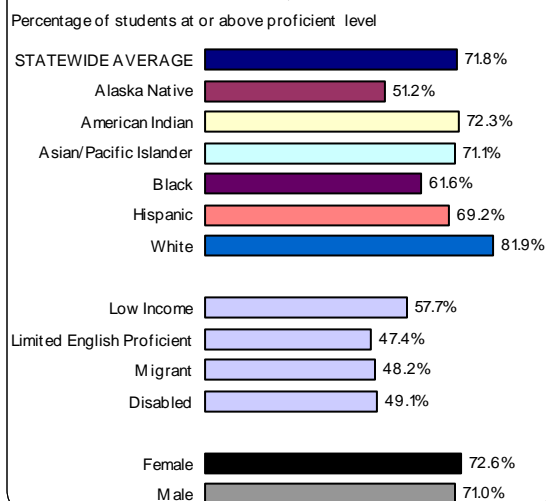
## Statewide Performance Spring 2003 Benchmark Results

The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT/6 administered in March 2003. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

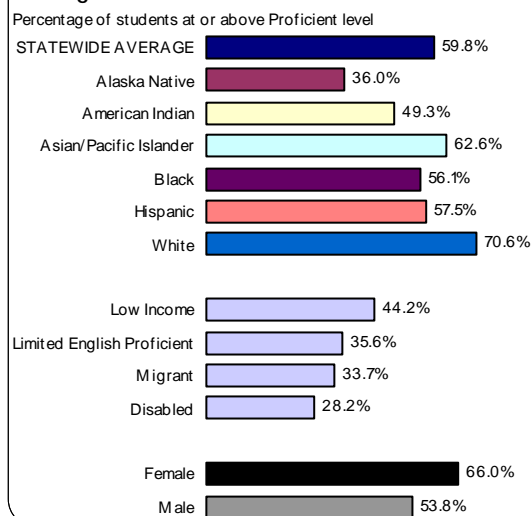
### Reading - Benchmark 2003, GRADE 3



### Mathematics - Benchmark 2003, GRADE 3



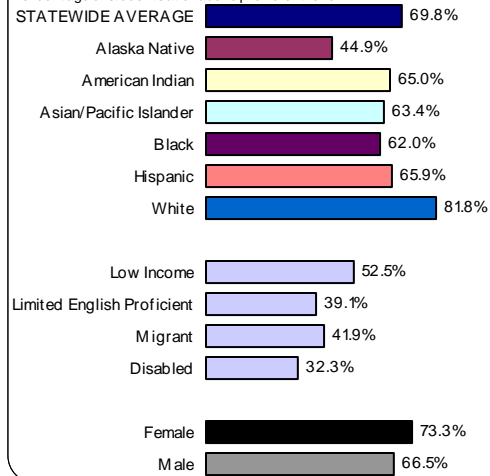
### Writing - Benchmark 2003, GRADE 3



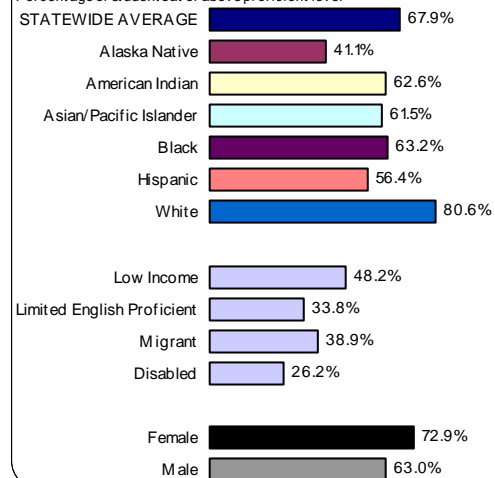


**Reading - Benchmark 2003, GRADE 6**

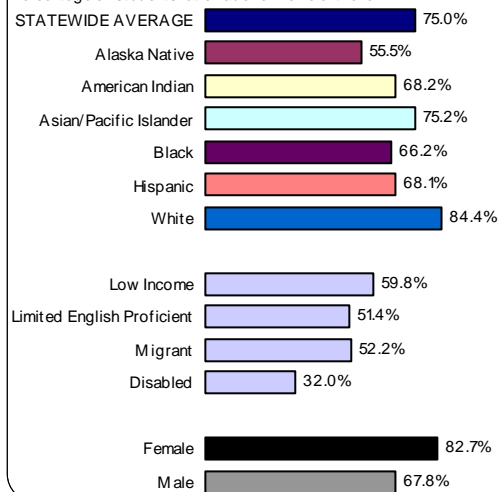
Percentage of students at or above proficient level

**Reading - Benchmark 2003, GRADE 8**

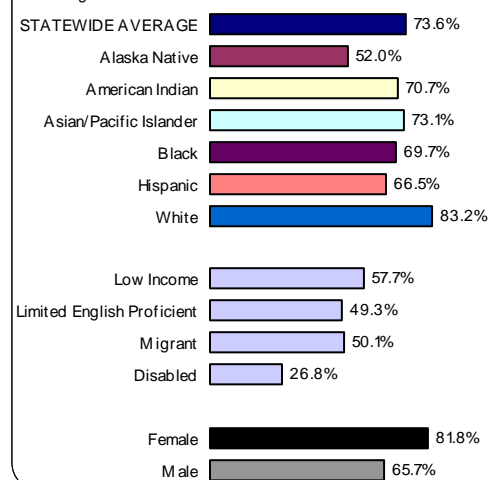
Percentage of student sat or above proficient level

**Writing - Benchmark 2003, GRADE 6**

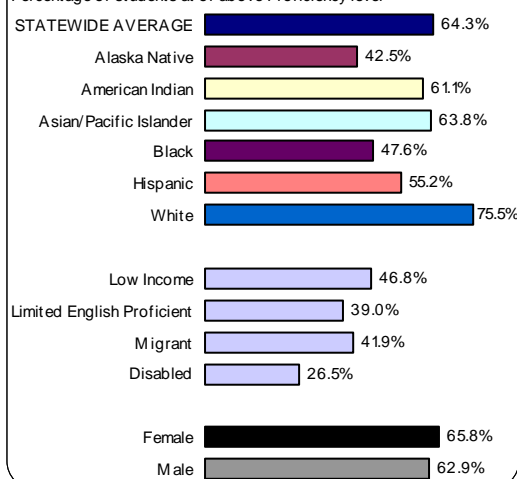
Percentage of students at or above Proficient level

**Writing - Benchmark 2003, GRADE 8**

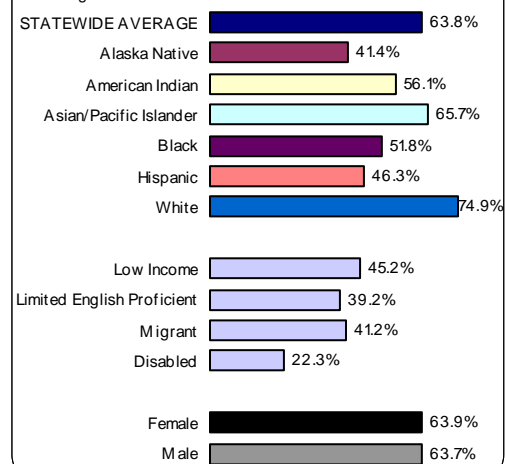
Percentage of students at or above Proficient level

**Mathematics - Benchmark 2003, GRADE 6**

Percentage of students at or above Proficiency level

**Mathematics - Benchmark 2003, GRADE 8**

Percentage of students at or above Proficient level

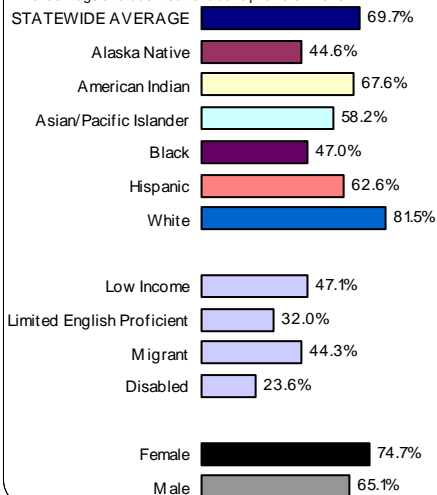


## Statewide Performance Spring 2003 10th Grade HSGQE Results

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The exam is administered in October and March of each school year to provide multiple opportunities for high school students to take the exam prior to their senior year. State regulation 4 AAC 06.755 requires all Sophomores to take the HSGQE in the spring of their Sophomore year. The following chart illustrates the HSGQE results for the grade 10 students in March 2003.

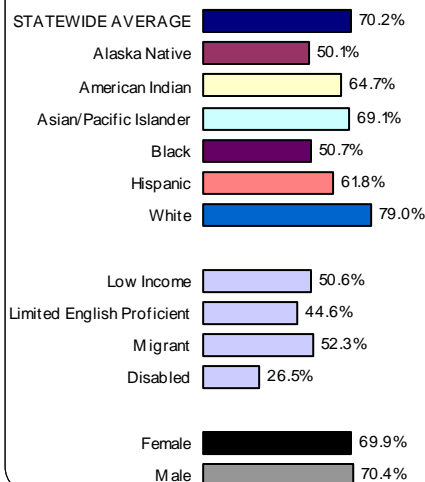
### Reading - HSGQESpring 2003, Grade 10

Percentage of students at or above proficient level



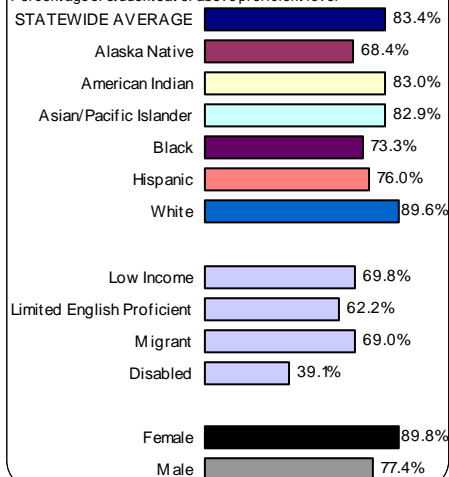
### Mathematics - HSGQESpring 2003, Grade 10

Percentage of students at or above proficient level



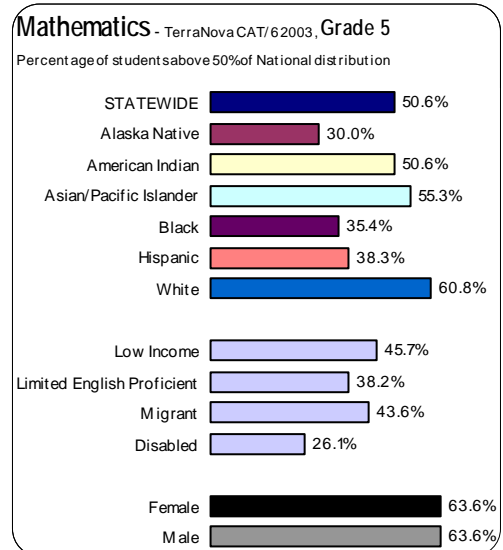
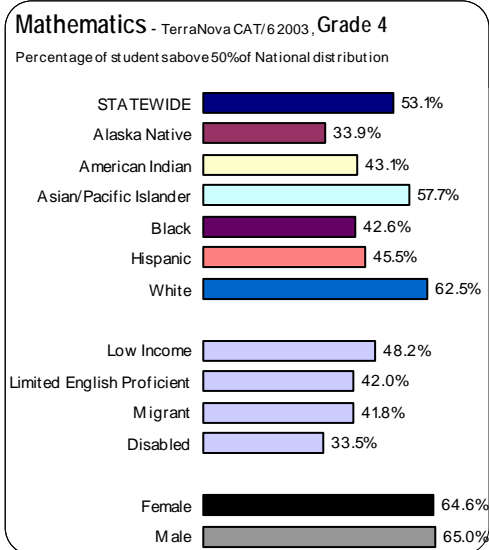
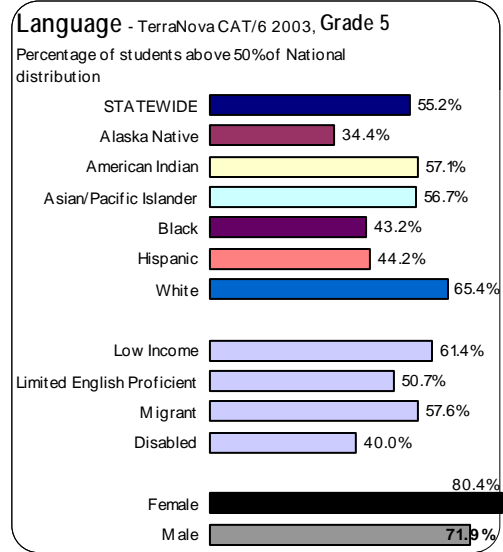
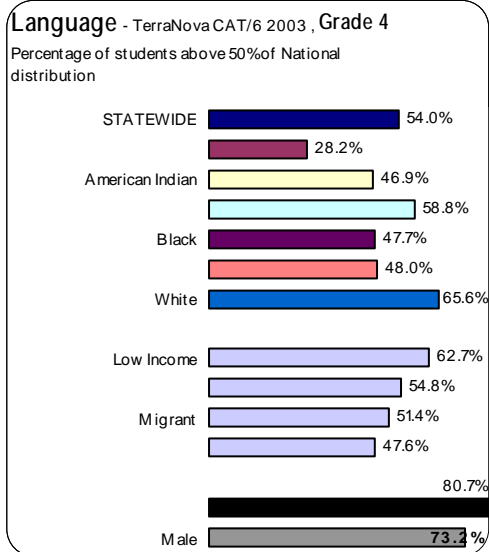
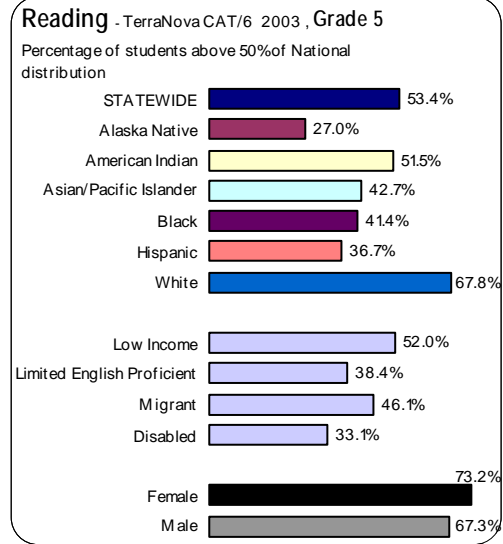
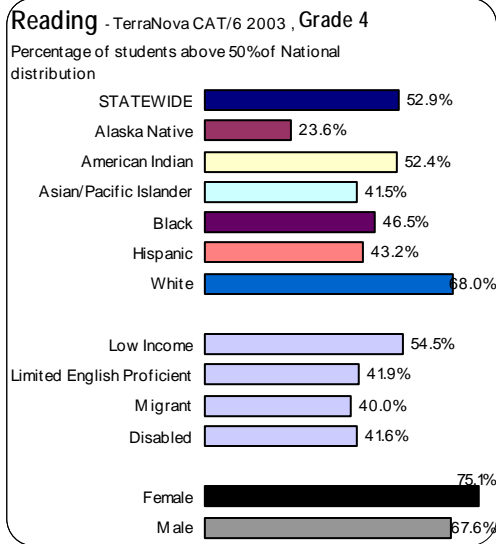
### Writing - HSGQESpring 2003, Grade 10

Percentage of students at or above proficient level



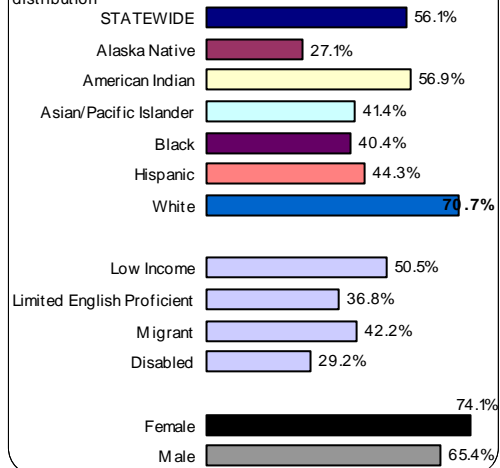
# Statewide Performance Spring 2003

## TerraNova CAT/6 Results

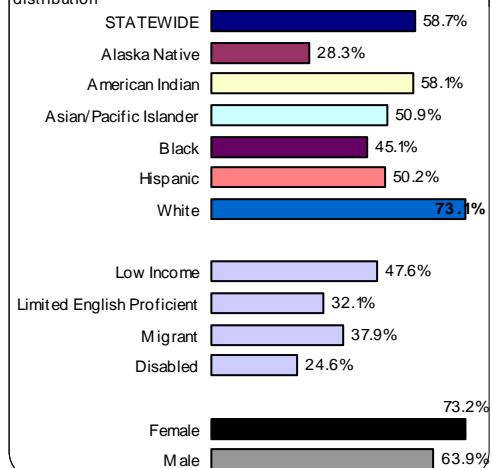


**Reading - TerraNova CAT/6 2003 , Grade 7**

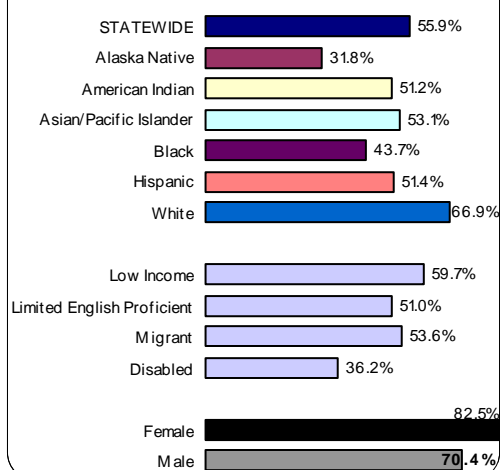
Percentage of students above 50% of National distribution

**Reading - TerraNova CAT/6 2003 , Grade 9**

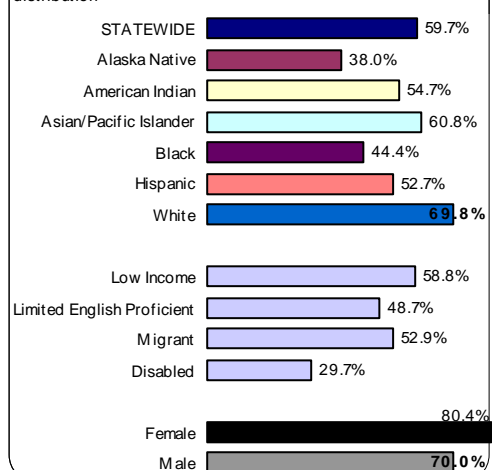
Percentage of students above 50% of National distribution

**Language - TerraNova CAT/6 2003 , Grade 7**

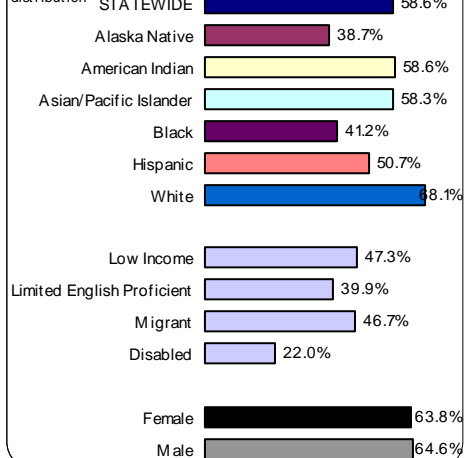
Percentage of students above 50% of National distribution

**Language - TerraNova CAT/6 2003 , Grade 9**

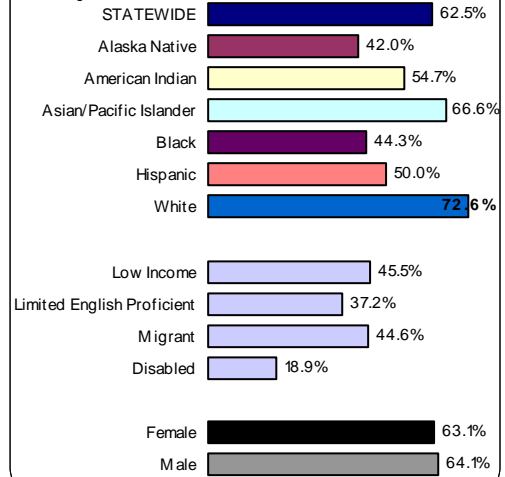
Percentage of students above 50% of National distribution

**Mathematics - TerraNova CAT/6 2003 , Grade 7**

Percentage of students above 50% of National distribution

**Mathematics - TerraNova CAT/6 2003 , Grade 9**

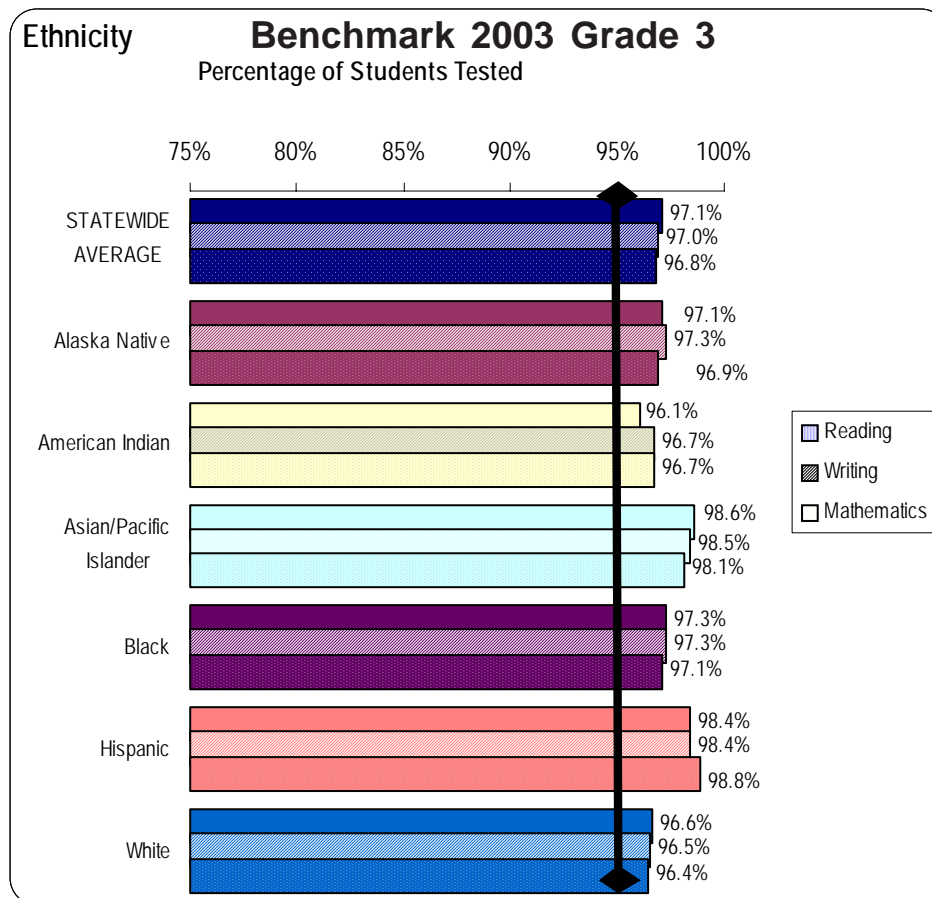
Percentage of student above 50% of National distribution



# Statewide Participation Rate Spring 2003 Benchmark Results

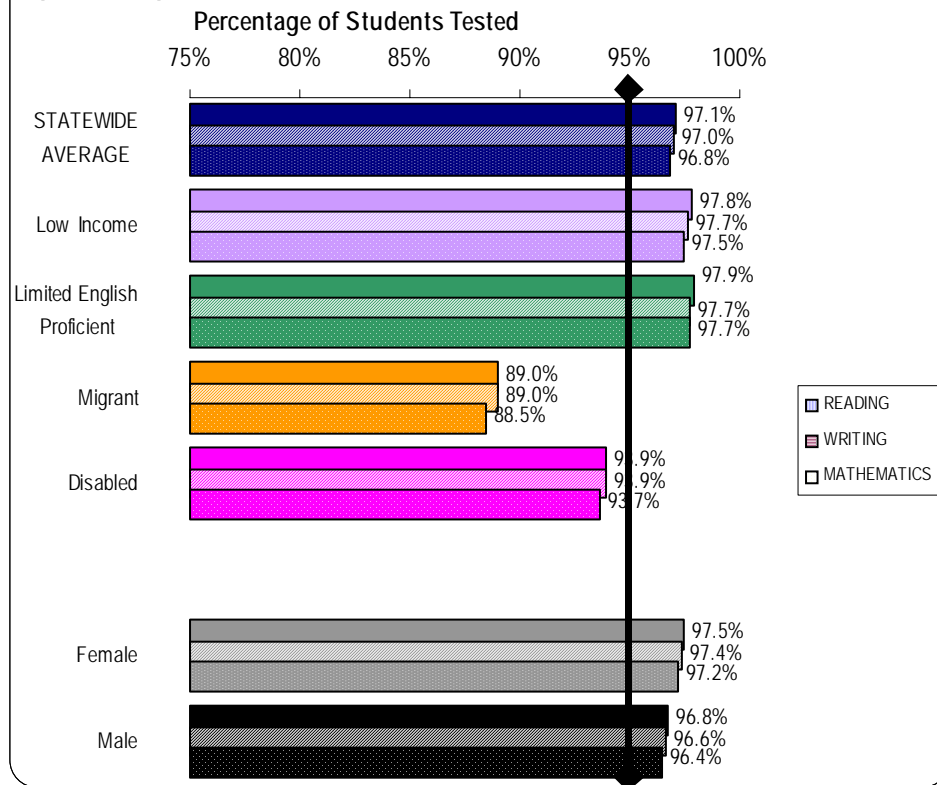
13

The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT/6 administered in March 2002. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.



## Benchmark 2003 Grade 3

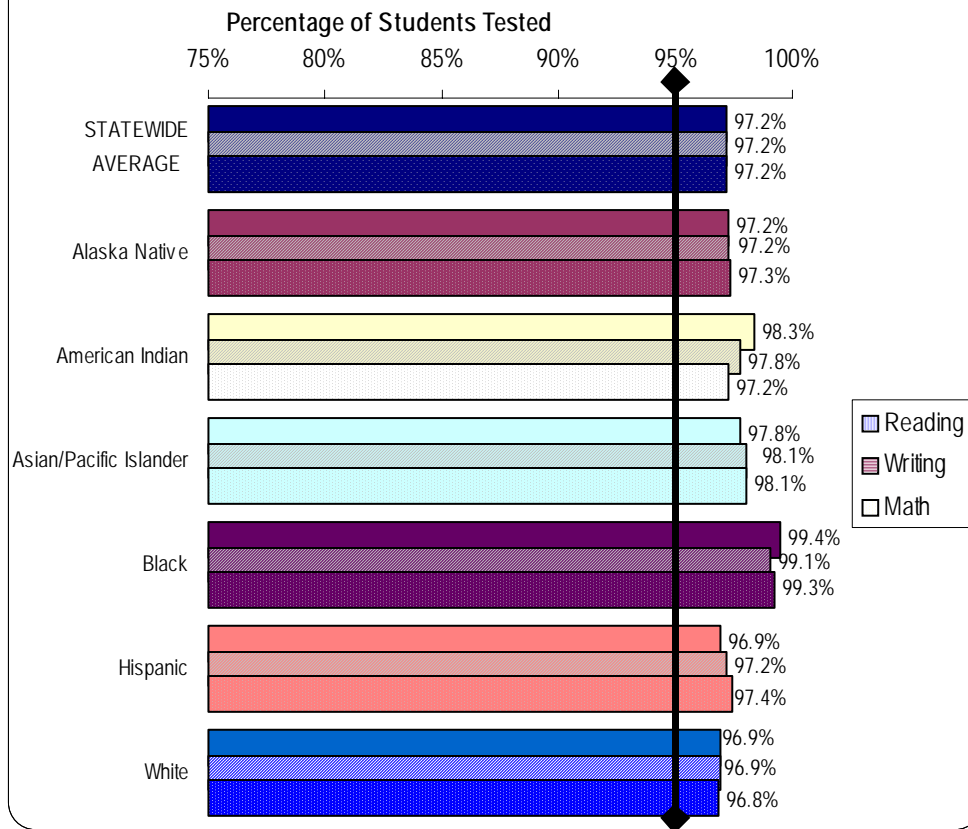
### Special Populations



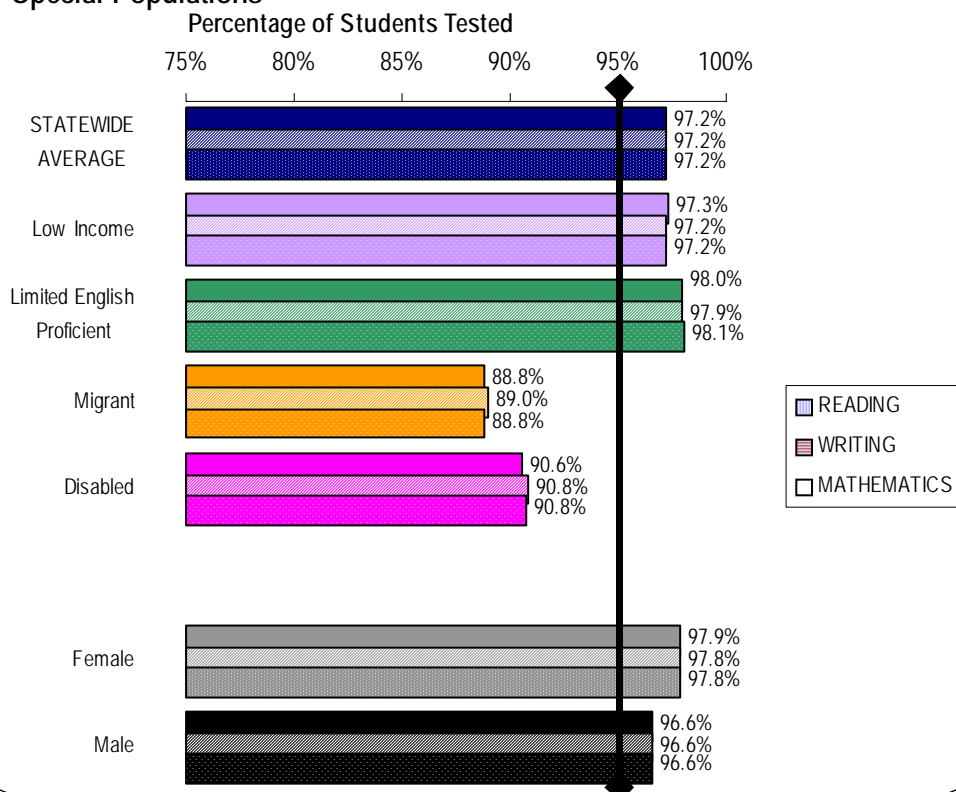


## Ethnicity

## Benchmark 2003 Grade 6



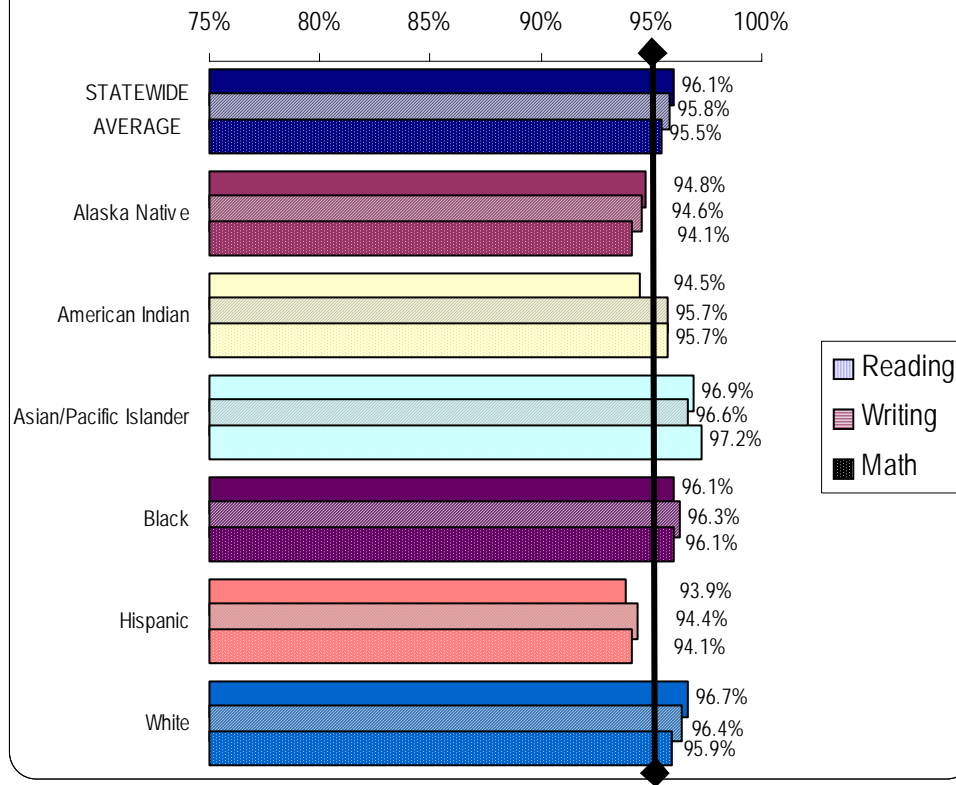
## Special Populations



### Ethnicity

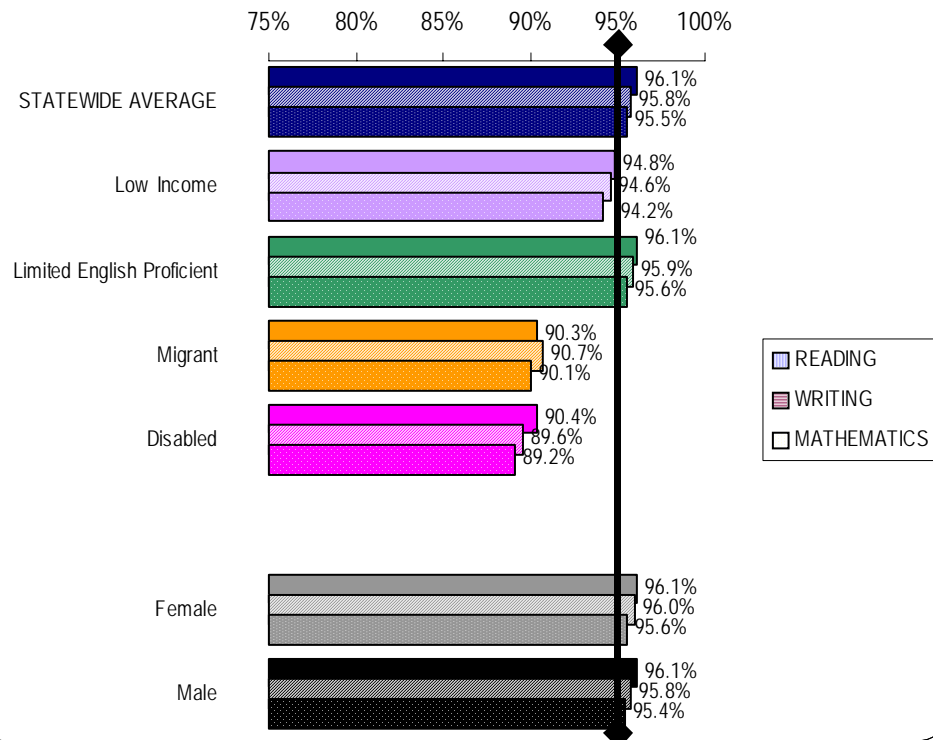
### Benchmark 2003 Grade 8

Percentage of Students Tested



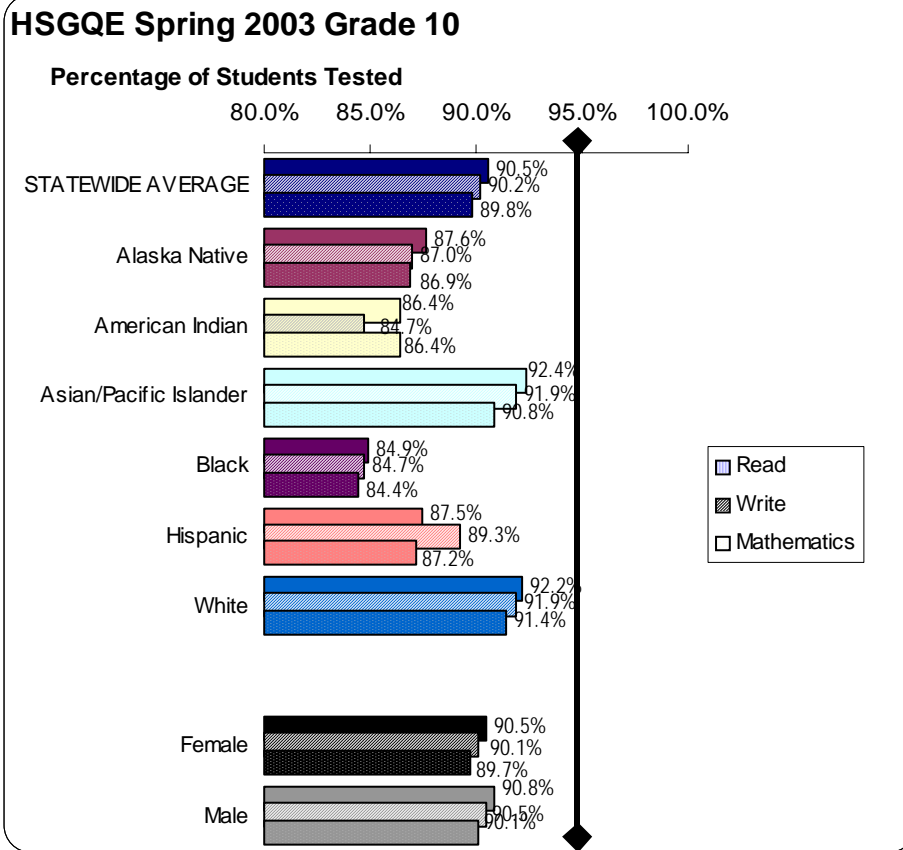
### Special Populations

Percentage of Students Tested



# Statewide Participation Rate Spring 2003 10th Grade HSGQE Results

17

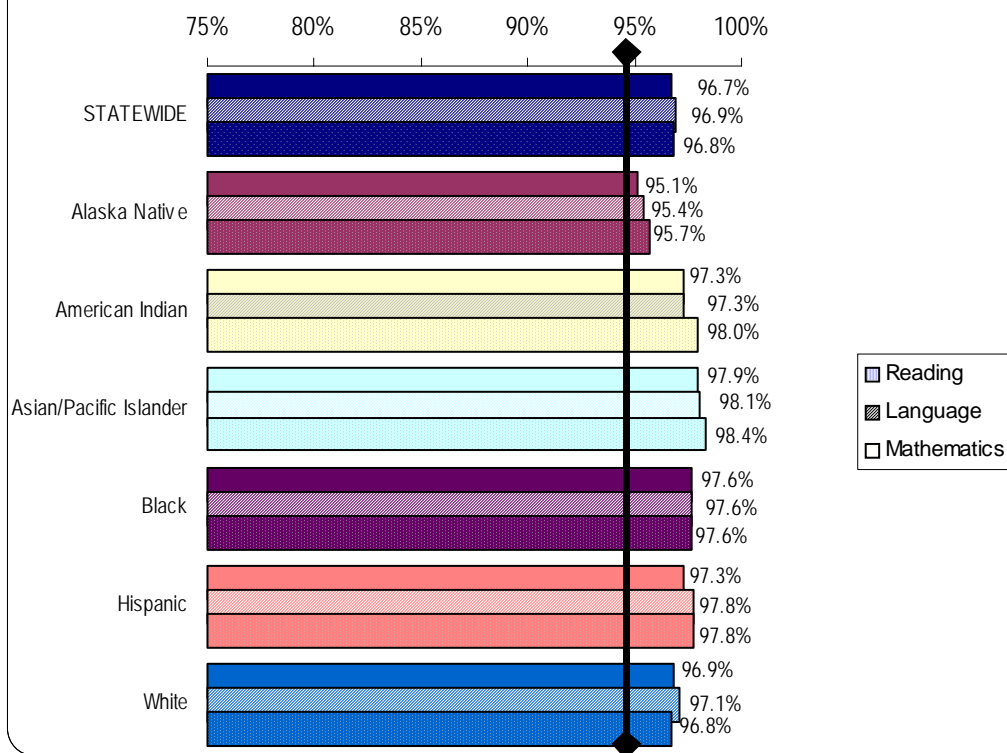


# Statewide Participation Rate Spring 2003 TerraNova CAT/6 Results

## TerraNova CAT/6 Results, Grade 4

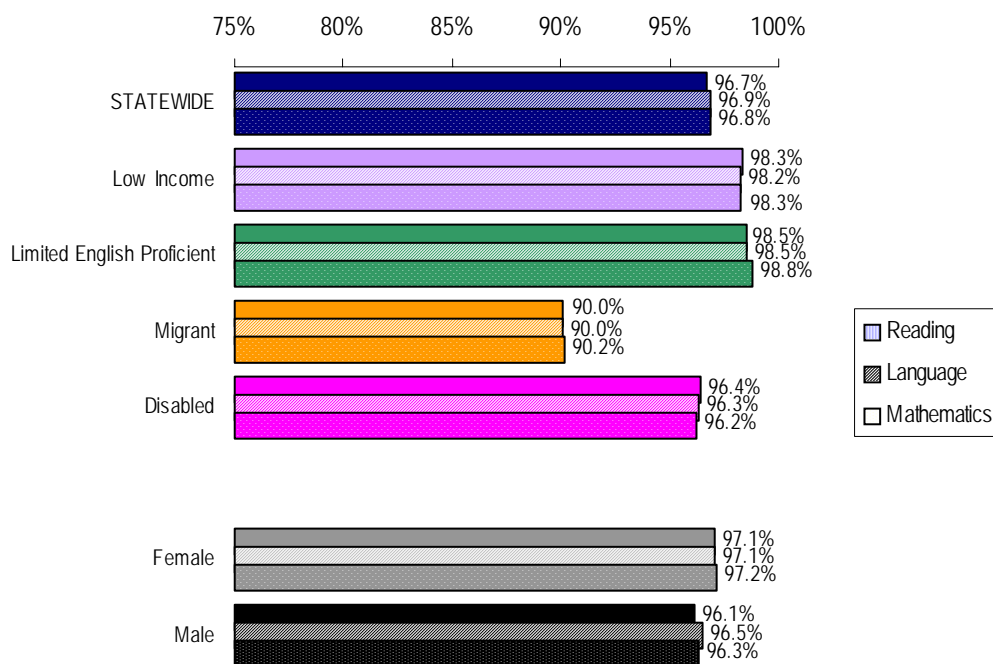
### ETHNICITY

Percentage of Students Tested



### SPECIAL POPULATIONS

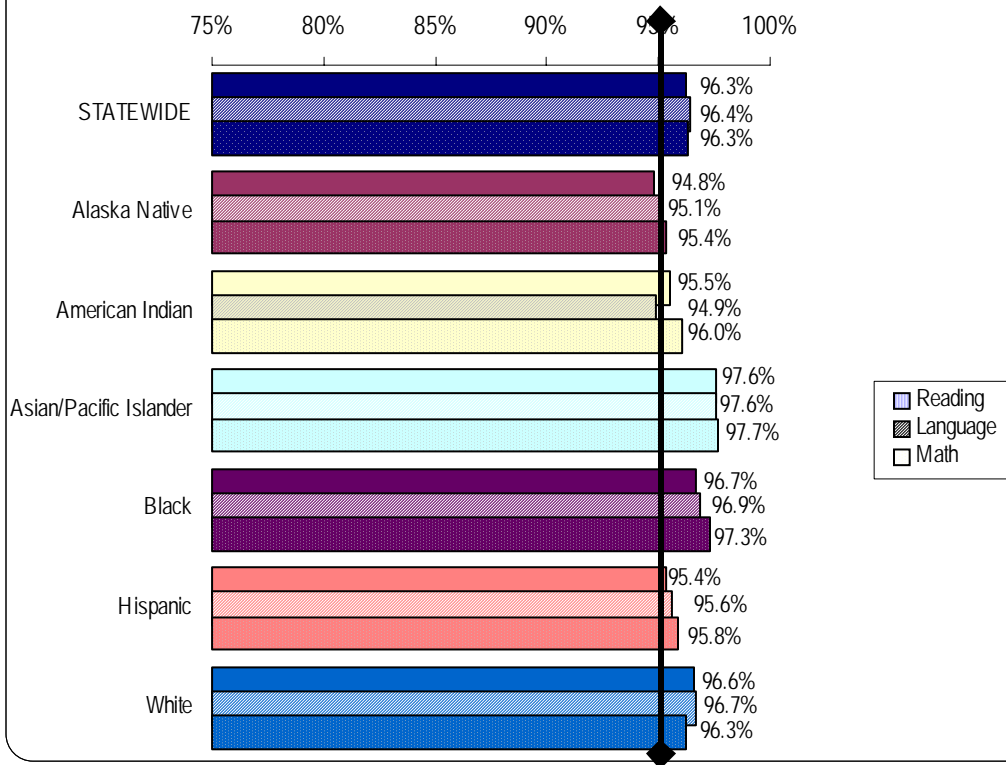
Percentage of Students Tested



## TerraNova CAT/6 Results, Grade 5

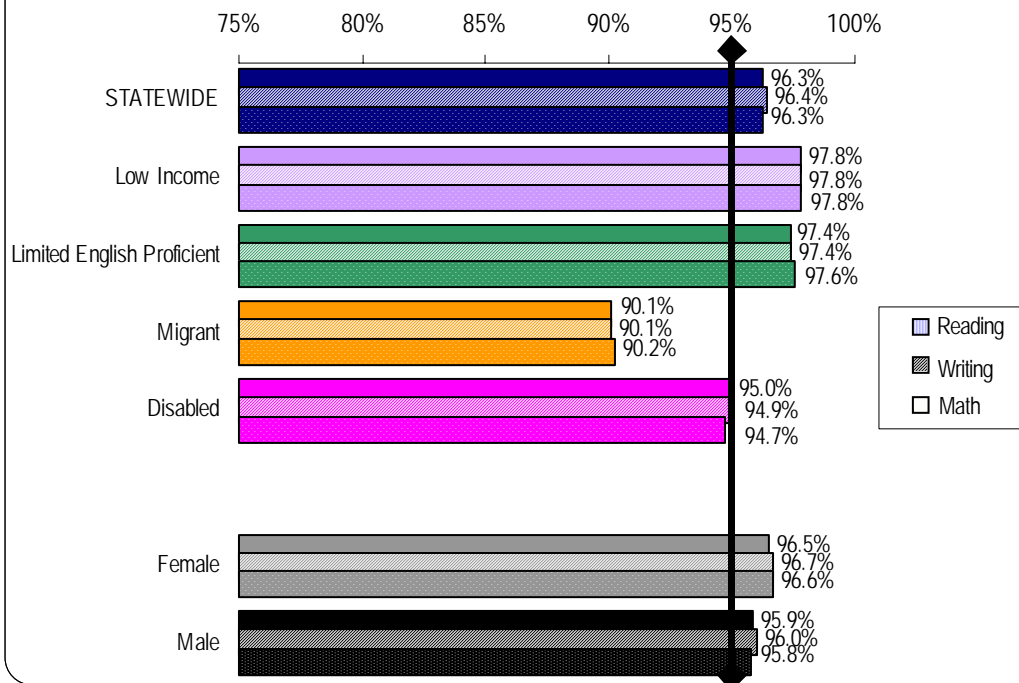
### ETHNICITY

Percentage of Students Tested



### SPECIAL POPULATIONS

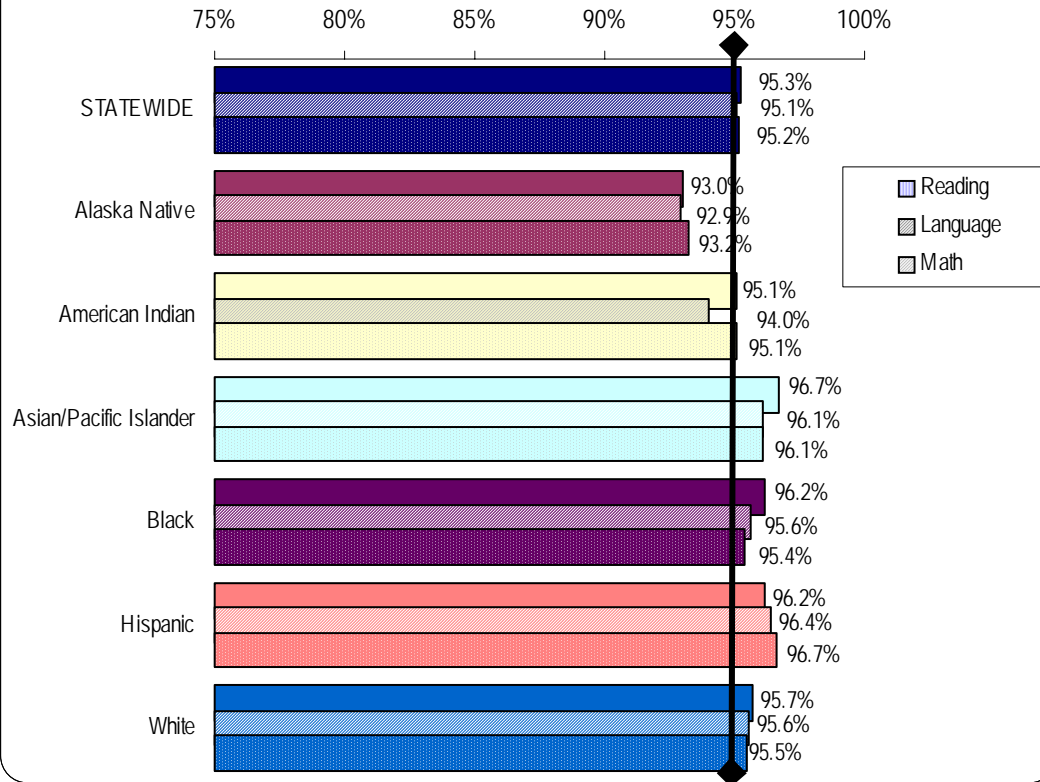
Percentage of Students Tested



## TerraNova CAT/6 Results, Grade 7

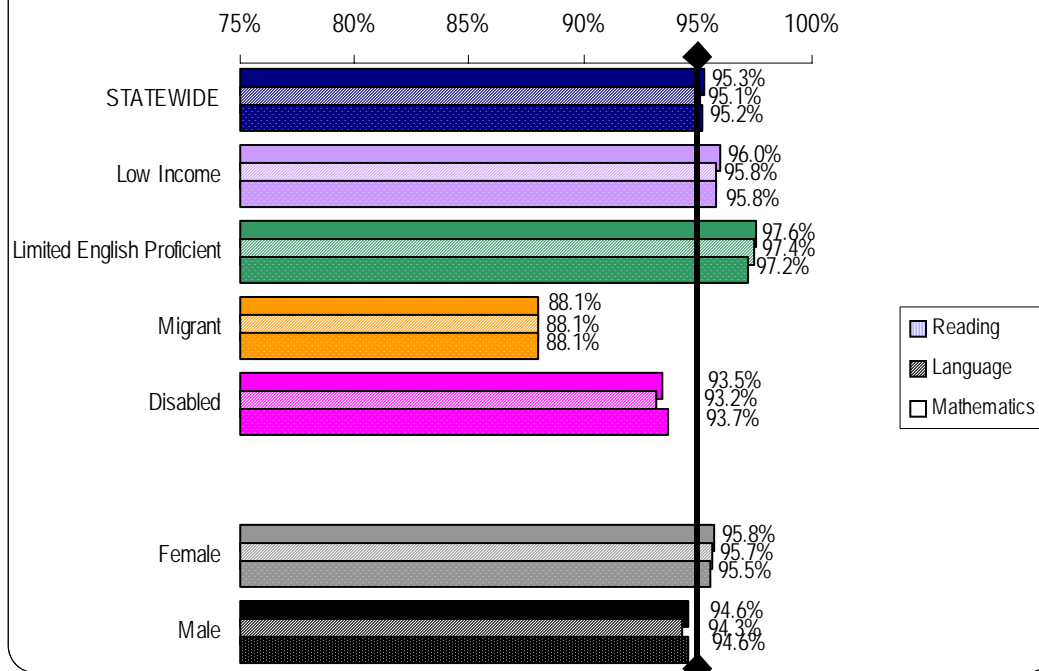
### ETHNICITY

Percentage of Students Tested



### SPECIAL POPULATIONS

Percentage of Students Tested

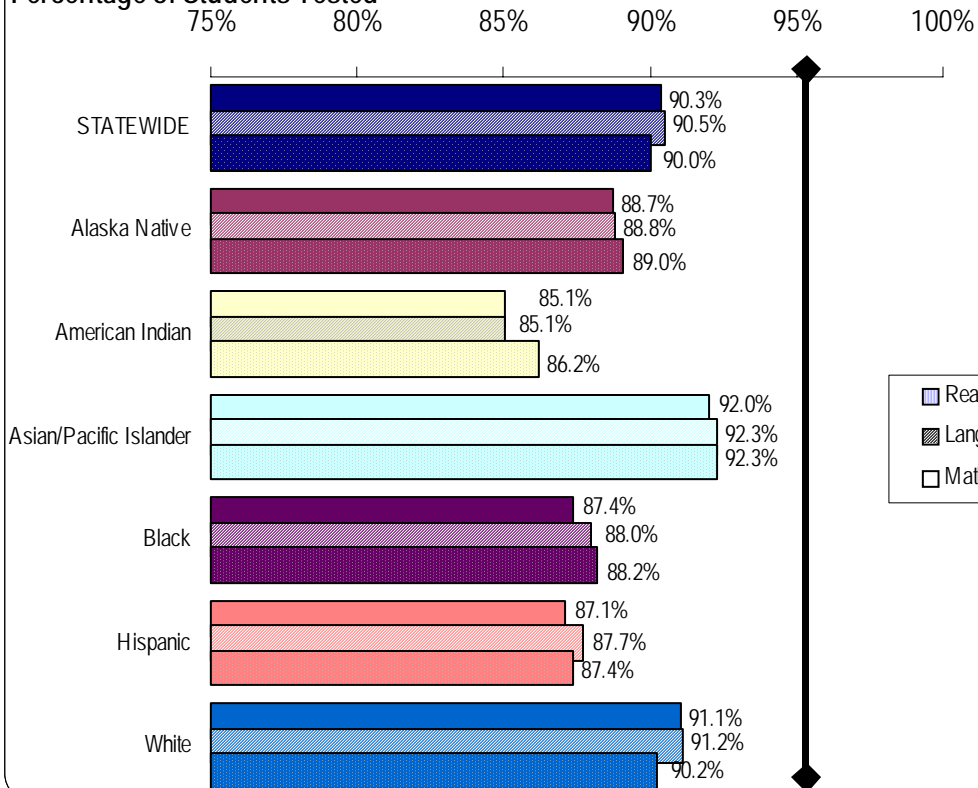




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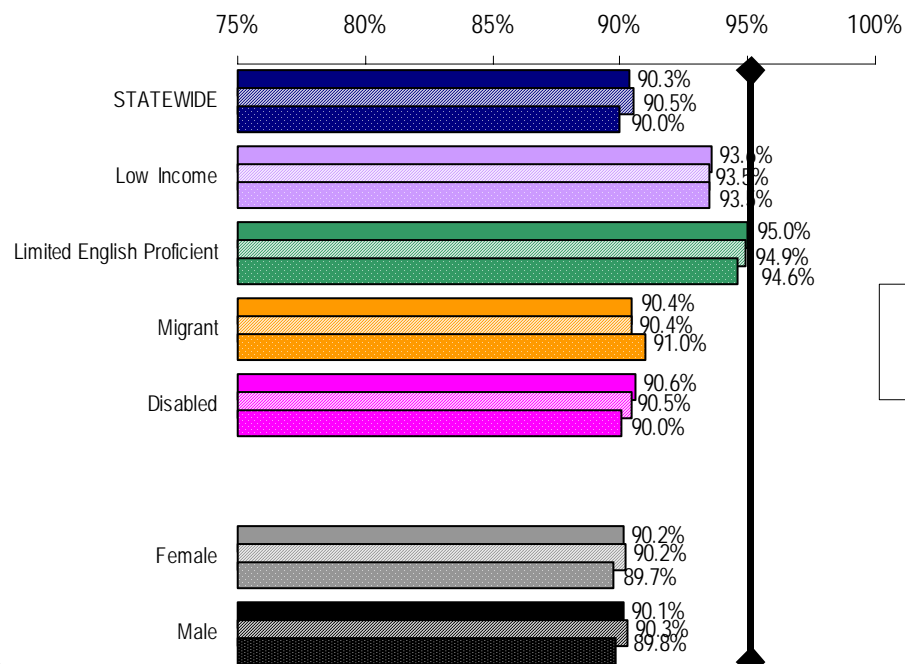
### ETHNICITY

Percentage of Students Tested



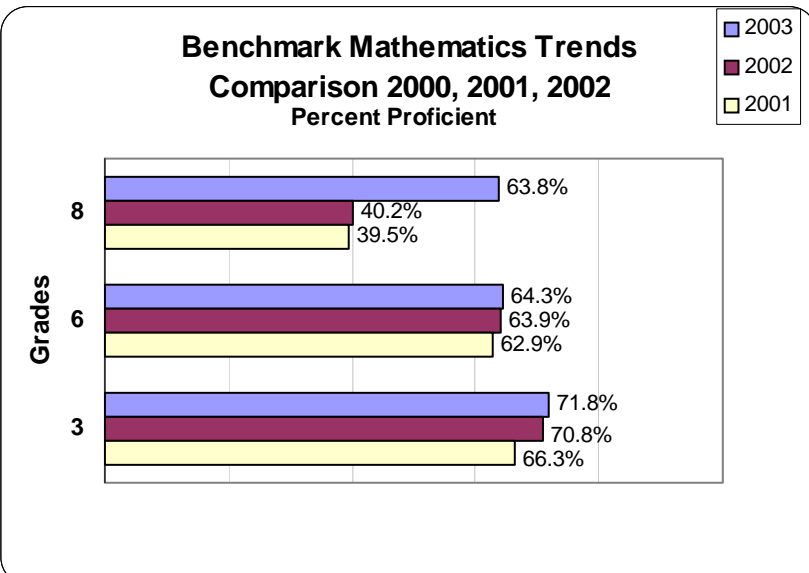
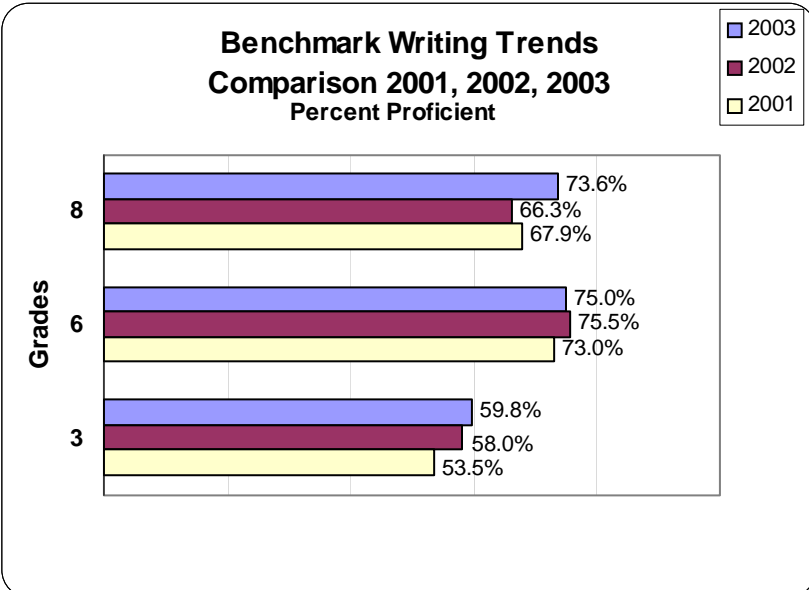
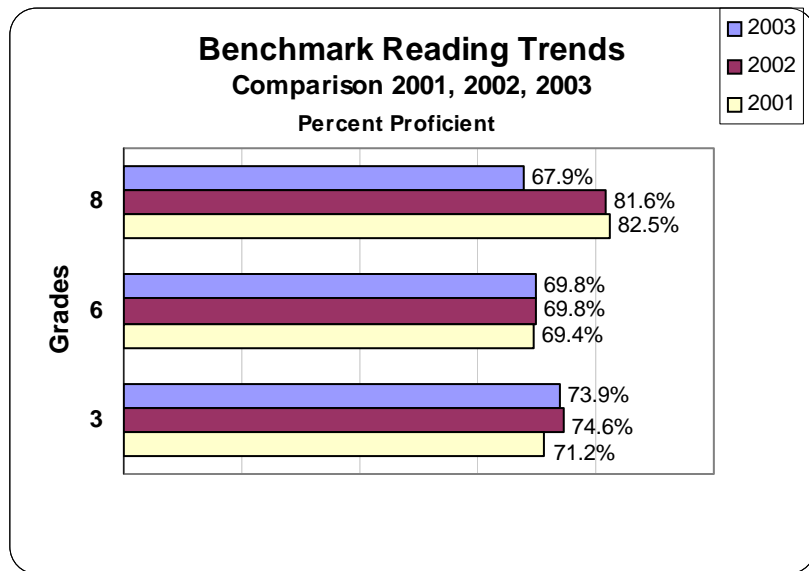
### SPECIAL POPULATIONS

Percentage of Students Tested



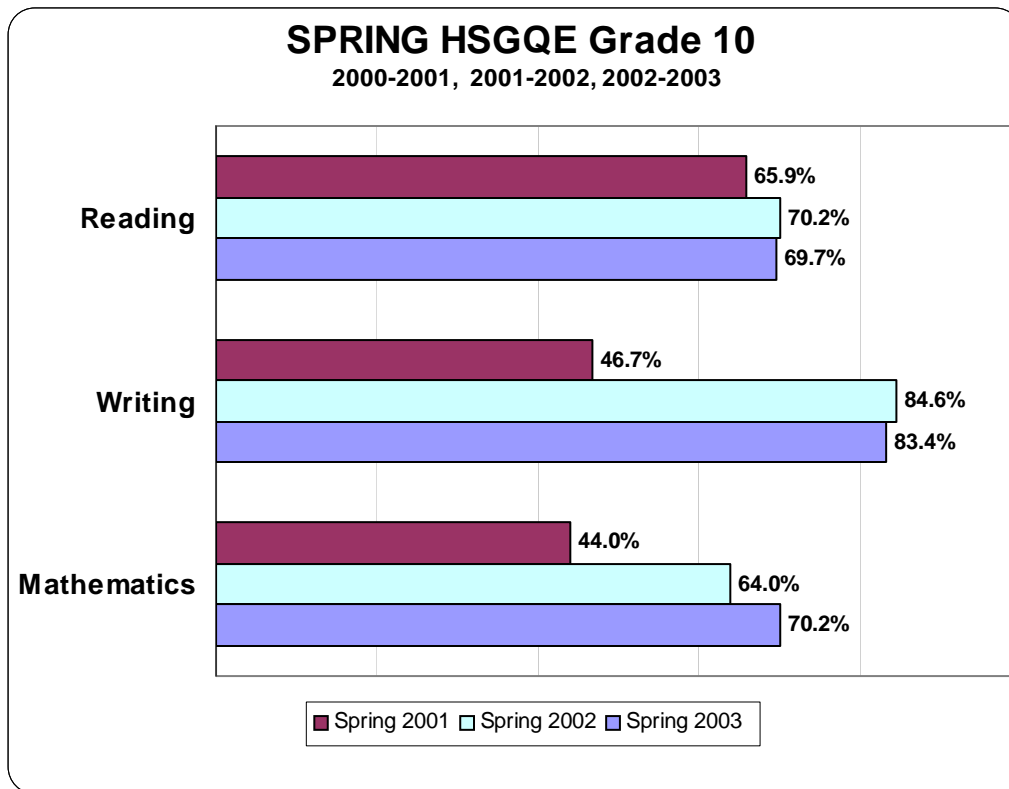
## Statewide Performance Trend Data 2003

Benchmark examinations were administered for the first time in March 2000. The State Board of Education & Early Development set the proficiency level for each grade. These proficiency levels are Advanced, Proficient, Below Proficient; and Not Proficient levels on the Benchmark exams. The following charts illustrate the percentage of students who have met the proficiency levels in three administration of the Benchmark Exams, spring 2000, 2001, and 2002.



The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. During the 2001 Legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these area in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the “minimum competency in essential skills” for all high school graduates. In 2002, the Department of Education & Early Development refocused the HSGQE to measure competences of essential skills as required under state statutes.

The State Board of Education & Early Development set the proficiency levels for the refocused exam in August 2002. The exam is administered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results for the grade 10 students in the spring of 2000, 2001, and 2002; because the test was refocused it is not appropriate to compare the 2002 results with previous administration of the HSGQE.



## 2003 SAT Results

The SAT assessment measures student math and verbal skills. Participation in the test is voluntary and students may take the test more than once. Results from the SAT are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

The results from the Class of 2003 indicate that across the United States, 48 percent of graduating seniors took the SAT test. In Alaska, 55 percent of seniors in the Class of 2003 took the SAT. The participation rate for graduating seniors from public schools was 41 percent nation wide and 48 percent in Alaska.

Alaska's seniors continued to outscore the national average even though a greater percentage of Alaskans took the SAT than their national counterparts.

- ✓ Alaskan students enrolled in public schools averaged 519 on the verbal portion of the test, compared to 504 for the national average.
- ✓ On the verbal portion of the SAT, average scores for Alaska students in the class of 2003 were 2 points higher than the average score for students in the class of 2002.
- ✓ Alaskan students enrolled in public schools achieved an average of 521 on the math portion compared to 516 for the national average.

Table 2  
SAT Verbal and Math

	Test	Alaska		National	
		Average Score	% State Participation	Average Score	% National Participation
All Graduating Seniors	Verbal Math	518 518	55%	507 519	48%
Public School Graduating Seniors	Verbal Math	519 521	48%	504 516	41%

### American College Test (ACT)

The ACT assessment is a series of tests that assesses skills in English, Mathematics, reading and science. Participation in the test is voluntary and students may take the test more than once. Results from the ACT Assessment are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

Alaska graduates taking the ACT in 2003 achieved above the national averages in the areas of math, reading, and science reasoning and equal to the national average in English. The Alaska composite score, a weighted average of the four content scores, was above the national average composite score.

Table 3  
Comparison of Alaska and National ACT Scores

	Alaska	Nation
Math	21.3	20.6
Reading	21.8	21.2
Science Reasoning	20.8	20.8
English	20.2	20.3
Composite	21.1	20.8

Data from the ACT continue to reflect a high positive relationship between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a “core program”—defined by ACT as four years of English and three or more years of mathematics (Algebra I or higher), social studies, and natural sciences—achieved an average composite score of 23.9. Students in Alaska who reported taking less than the core program achieved an average composite score of 21.1.

### High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of attendance is awarded.

In order to graduate, Alaska students must have earned at least 21 units of credit and completed at least the following:

- ✓ language arts – 4 units of credit
- ✓ social studies – 3 units of credit
- ✓ mathematics – 2 units of credit
- ✓ science – 2 units of credit
- ✓ health/physical education – 1 unit of credit
- ✓ remaining required credits as specified by the local school board.

Many districts require more credits than the state minimum.

In 2003, some 7,366 graduates were awarded a regular high school diploma and 65 were given a certificate of completion.

Table 4  
2002-2003 Graduates by Ethnicity

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1, 2002 enrollment in 12th grade.

Ethnicity	Percentage of 12th Grade Enrollment	2003 Graduates
Alaska Native/American Indian	20.0	18.1
Asian/Pacific Islander	7.3	6.4
Black	4.5	3.6
Hispanic	3.3	2.6
White	64.1	69.2



Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Association of Schools and Colleges, P.O. Box 230067, Anchorage, AK 99523-0067 or directly from the Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

### 2003 Accreditation Status

The decision to seek accreditation is a local school board option. Since the 1970s, the State Board of Education & Early Development has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every six years.

Table 5  
Summary of  
Schools Accredited

Summary of Schools Accredited by Northwest Association of Schools and Colleges (Adopted in December, 1999)	
Elementary .....	11
Middle .....	3
High School .....	41
K-12 .....	90
Special Purpose Schools .....	8
Supplemental Education Program .....	3
<b>Total Accredited in Alaska .....</b>	<b>156</b>
<b>Public Schools .....</b>	<b>142</b>
<b>Private Schools .....</b>	<b>14</b>

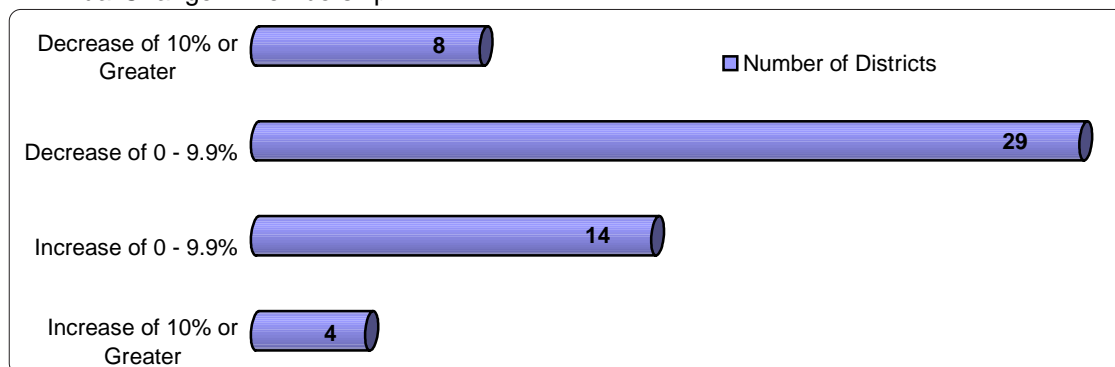
Voluntary school accreditation has resulted in 30 percent of Alaska's public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Education Attendance Areas (REAA's) have a greater percentage of accredited schools. City and Borough school districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

Thirty-seven school districts plus the Department of Education & Early Development have one or more accredited schools.

### Annual Change in Membership

The average daily membership for 2002-2003 represented a 0.1 percent decrease over the previous year. Thirty-seven districts experienced no change or a decrease in this period. The most significant reductions were in Nenana and Iditarod, at -28.3 percent, and -25.9 percent, respectively. Enrollments in 18 districts were higher than the previous year. The Yukon/Koyukuk School District had the greatest increase with 78.2 percent. This increase was due to the opening of Raven Correspondence School. Raven is a distance learning program which is operated statewide.

Table 6  
Annual Change in Membership

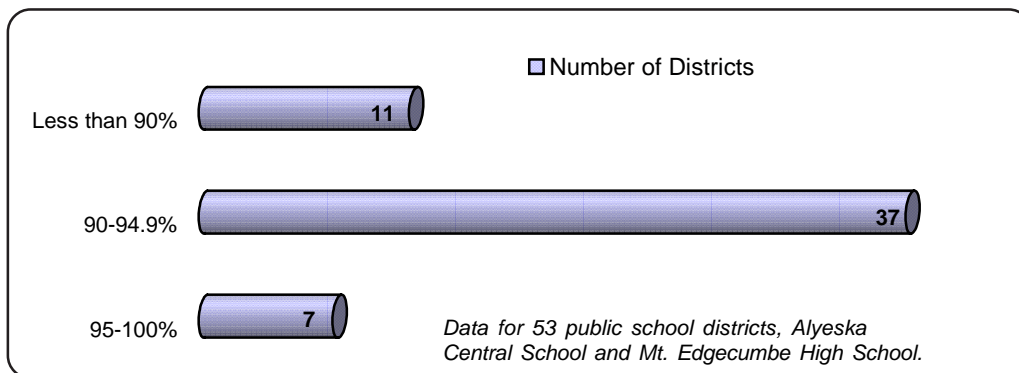


### Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well documented in national research.

Eleven districts have attendance rates less than 90 percent, and seven districts reported attendance rates at or above 95 percent. Over the last five years, the statewide average attendance rate has remained at about 93 percent.

Table 7  
Attendance Rate



### Annual Dropout Rate for Grades 7-12

Dropout rates answer the question, "What percentage of students dropped out of grades seven through twelve?" Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center for Education Statistics, a student who leaves the district to obtain a GED is a dropout.

Of 62,027 students enrolled in grades seven through twelve, 3,361 students dropped out during the 2002-2003 school year. The statewide dropout rate dropped from 5.8 percent in 2001-2002 to 5.4 percent 2002-2003. These dropout numbers represent children dropping out between July 1, 2002, and June 30, 2003. Table 8 profiles dropouts by ethnicity.

Table 8  
Dropouts by Ethnicity

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
Alaska Native/Native American	23.7	39.7
Asian/Pacific Islander	6.2	7.0
Black	4.4	5.3
Hispanic	3.2	3.7
Other	2.2	0.0
White	60.3	44.3



**Accreditation.** Indicates whether or not a school was accredited for 2002-2003.

**Attendance Rate.** Computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

**Aggregate daily attendance.** The sum of the days present of all students when school is in session during the school year.

**Aggregate daily membership.** The sum of the days present and absent of all students when school is in session during the school year.

**Average Volunteer Hours Per Week.** The average number of volunteer hours a week spent in the school by parents and other members of the community.

**Community Members Commenting.** The number of community persons commenting to school or district personnel.

**Dropout.** A student who was enrolled in the district at some time during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students with absences due to suspension, illness, or medical conditions are not reported as dropouts.

**Dropout Rate.** Computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

**Enrollment Change.** The annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the reporting school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

**Enrollment Change Due to Transfers.** Computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

**Graduation Rate.** The statistics is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years, prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

**High School Graduate.** The number of students that receive a regular diploma during the school year.

**Parents Commenting.** The number of parents commenting to school or district personnel.

**Parent Survey Return Rate.** Computed by counting the number of surveys returned by parents, and dividing that number by the number of parents eligible to be surveyed, expressed as a percentage.

**Retention Rate.** Computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage. The data is based on the combined number of retained students in grades kindergarten through grade 8 as of the last day of school.

**School/Business Partnerships.** The number of school/business or interagency partnerships operating under written agreement.

**Students Commenting.** The number of students commenting to school or district personnel.

**Student Survey Return Rate.** Computed by counting the number of surveys returned by students, and dividing that number by the number of students eligible to be surveyed, expressed as a percentage.

### Statewide Assessments

**HSGQE.** The results for the spring High School Graduation Qualifying Exam. The state standards-based exam was required for students enrolled in the 10<sup>th</sup> grade.

**Proficient.** The number of students who scored at or above the cut (or passing) score.

**% Proficient.** The percentage of students who scored at or above the cut (or passing) score. Computed by counting the number of students receiving a passing score and dividing that number by the number of students participating in the test.

**Not Proficient.** The number who scored below the cut (or passing) score.

**% Not Proficient.** The percentage of students who scored below the cut (or passing) score. Computed by counting the number of students not receiving a passing score and dividing that number by the number of students participating in the test.

**Benchmark Exams.** The results for the spring state standards-based assessments for grades 3, 6, and 8. Results are broken out into the following four proficiency categories:

**Advanced.** Indicates mastery of the performance standards at a level above proficient.

**Proficient.** Indicates mastery of the performance standards sufficient to lead a successful adult life.

**Below Proficient.** Indicates mastery of some performance standards but not enough to be proficient.

**Not Proficient.** Indicates little mastery of the performance standards.

**CAT/6 Exams.** California Achievement Test, 6 (TerraNova, version 2). The results of the norm-referenced achievement tests administered during the 2001-2002 school year for grades 4, 5, 7, and 9 include:

**Top Quarter (76-99).** The percentage of students tested who are in the top quarter.

**Third Quarter (51-75).** The percentage of students tested who are in the bottom quarter.

**Second Quarter (26-50).** The percentage of students tested in the third quarter.

**Bottom Quarter (1-25).** The percentage of students tested who are in the bottom quarter.

In a normal distribution, 25 percent of the scores fall into each quarter.

**Percentile Rank.** The national percentile of the mean normal curve equivalent.

